

Introduction

This section is in two parts. *Designing Assessments* provides general background on assessment, a step-by-step process for designing foreign language assessments based on the Frameworks, and information about using portfolios in the foreign language classroom. The appendixes that follow will help teachers design their own assessments.

Fifteen foreign language teachers from across Nebraska wrote the *Sample Assessments*. They are examples of assessments that may be used with the Learning Scenarios or similar learning experiences. The sample assessment tasks vary in complexity and breadth of focus from assessing one skill to an integration of many skills and concepts.

A glossary and appendixes follow the sample assessments. The glossary defines terms as they are used in this section. The appendixes include forms and checklists that teachers will find helpful for designing their own assessments.

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Assessment Cadre Belief Statements

Quality Assessment...

- ◆ is directly aligned with the Nebraska K-12 Foreign Language Frameworks.
- ◆ is a guide to instruction.
- ◆ focuses on what students know and are able to do.
- ◆ includes clearly stated student expectations.
- ◆ reflects clear and concise criteria and standards.
- ◆ is challenging and integrates a variety of skills.
- ◆ is authentic and meaningful to students.
- ◆ uses a wide range of methods and allows for a variety of responses.
- ◆ is an ongoing process shared between the teacher and the student to facilitate instructional decision-making.
- ◆ gives students feedback on their progress.
- ◆ allows students to monitor and adjust their individual learning strategies.

Acknowledgments

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Marilyn Gordon, Fremont Senior High
Vicki Huskey, Weeping Water High School
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Designing Assessments

In the past few years, a substantial shift in the assessment paradigm has occurred as educators try to reduce the gaps that exist between what they teach and what they assess. To fully assess language learning, many foreign language teachers are adding performance assessments to traditional paper-and-pencil testing to determine what students know and are able to do. In doing so, teachers shift the focus to how well students can apply what they have learned.

Methods of Assessment

Assessments are categorized into four methods: (Stiggins,1997)

- ◆ **Selected response** measures content knowledge through questions such as multiple choice, true/false, matching, and short answer or fill-in-the-blank.
- ◆ **Essay** evaluates the mastery of complex structures of knowledge and/or reasoning through written work that provides a sample of students' reasoning skills.
- ◆ **Personal communication** rates oral communication proficiency during instruction using methods such as asking and answering questions, interviews, conferences, discussions, and sharing opinions with others.
- ◆ **Performance assessment** assesses skills, judges the levels of proficiency demonstrated, and evaluates students' abilities to translate knowledge and understanding into action as they create products, processes, and/or performances.

Authentic assessment is a term that often is used when the assessment immerses students in scenarios resembling real life situations. Authentic assessments:

- ◆ provide opportunities for students to develop language skills while addressing real tasks.
- ◆ call on students' capacities to interact socially, problem solve, and make connections.
- ◆ enhance learning by integrating foreign language with other subject areas and with students' own lives.
- ◆ are performance based and criterion referenced.
- ◆ require higher-order thinking.
- ◆ may require an extended time frame.

Foreign language teachers should not rely solely on one method of assessment and should try to maintain a balance among the different methods. Paper and pencil tests--true/false, multiple choice, matching, etc.--are still valuable assessment tools that work well for objective assessment of student knowledge. What they do not allow is student application of knowledge. Teachers who want to effectively assess what students know and are able to do, will make performance-based, criterion-referenced assessment the organizing framework of their classroom instruction.

Performance Assessment

Performance assessments are designed to provide students with a variety of tasks and situations in which they can demonstrate their understanding and apply their knowledge, skills, and thinking processes in a variety of contexts. (Marzano, 1993) Performance assessments provide teachers and students with accurate feedback about the students' capabilities. While traditional, paper-and-pencil testing reduces a student's classroom life to a collection of scores or grades, performance-based assessments in the foreign language classroom measure students' abilities to communicate in the target language in real-world contexts using their knowledge of the target language and culture.

Performance assessments are based on identified goals for language learning and provide students with expanded opportunities to assess themselves and their peers. Performance assessment does not determine *who* is best, but helps learners *do* their best. Teachers and students determine in advance what will be accepted as evidence that a skill or task is demonstrated successfully. This information is used to articulate the performance standards and criteria that are specified in a grading rubric that both teacher and students use to assess students' progress and validate their performance. In this manner, students have an active, on-going involvement in the assessment process with clear performance objectives.

Guidelines for Performances and Exhibitions

Planning worthwhile tasks is critical to the performance assessment process. Burke (1994) provides a comprehensive list of guidelines for performances and exhibitions:

- ◆ Correlate the performance with meaningful learner outcomes.
- ◆ Introduce the performance by telling students the purpose of the task and the intended outcome.
- ◆ Give students choices in their selection of topics.
- ◆ Model or show examples or video performances from other classes or real-life presentations.
- ◆ Brainstorm a list of criteria and descriptors that specify levels of performance.
- ◆ Create a scale that lists the descriptors for each of the criteria on the scale.
- ◆ Encourage students to plan, monitor, and evaluate their thinking in the process.
- ◆ Have students give the performance.
- ◆ Use the criteria to complete a teacher assessment, peer and/or self-assessment.

Performance assessment does not determine who is best, but helps learners do their best.

Guidelines for Performance and Exhibitions, cont.

- ◆ Provide feedback by discussing the performance.
- ◆ Determine a grade based on teacher, and/or peer, and/or self- evaluation.
- ◆ Have students set new goals for their next performance.
- ◆ Save critiques of performances and a student's future goals to include in a portfolio.

Assessment in the Foreign Language Classroom

Developing assessments is not done in isolation but is part of a very complex curricular decision-making process. In the foreign language classroom, the goals, standards, and progress indicators of the *Nebraska K-12 Foreign Language Frameworks* provide the basis for writing specific contexts (outcomes) for programs, courses, and units. Teachers determine assessment methods after identifying the knowledge and skills needed to accomplish the outcomes.

By combining the steps of curriculum planning with implementation of instructional strategies and adjustment of instruction, teachers ensure that curriculum goals are met and students experience success in their language learning. (See *Curriculum Planning* beginning on page 197.)

The decision-making process can be outlined in several steps:

- ◆ Decide the goal/s.
- ◆ Decide the standard/s.
- ◆ Decide the context/s or outcome/s of the specific program, course, or unit.
- ◆ Select the progress indicator/s.
- ◆ Decide the essential skills and knowledge students need.
- ◆ Select and develop the appropriate assessments.
- ◆ Select the most effective instructional strategies to ensure that students learn and apply the skills and knowledge needed.
- ◆ Select the resources.
- ◆ Implement the instructional strategies so students learn and apply the skills and knowledge needed.
- ◆ Assess and analyze the results of student learning
- ◆ Adjust instruction when necessary according to the results of the assessments

Steps for Developing Frameworks-based Assessments

► 1. Identify the goals, standards, context/outcomes, and progress indicators from the Frameworks.*

The following steps focus on the assessment portion of the decision-making model outlined above. The examples are from a sample unit in the Curriculum Planning section of the Frameworks. (See *Shopping at the Market*, page 227.)

- ◆ Frameworks **goals** are broad statements of what the foreign language teacher wants students to know and be able to do.
- ◆ Frameworks **standards** are the expected level of accomplishment. The foreign language teacher selects standards that reflect the desired goals.
- ◆ **Contexts/Outcomes**, which are determined by the teacher, combine the language of the Frameworks' standard and the setting in which the standard will be performed.
- ◆ Frameworks **progress indicators** are what students are able to do and identify the specific performance to be assessed.

Example:

- All five of the Frameworks goals and selected standards are identified in the sample unit, "Shopping at the Market" --1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.2, 5.1.
- The context/outcome for this unit is: *Students engage in conversation and convey information in a market using correct cultural practices.*
- Many progress indicators are emphasized in the unit, but the teacher has selected only four of them to assess at this time: *express basic needs, express likes/dislikes, ask and answer simple questions, and identify and react to cultural perspectives and practices.* Later, when designing the assessment rubric, each of these progress indicators should be reflected in the rubric criteria.

► 2. Identify the skills and knowledge students need to successfully accomplish the selections from Step 1.

This step is essential to the process. Teachers must determine: What do students already know? What are they able to do? What skills and knowledge do students need to review? What new skills and knowledge must students acquire before the selected progress indicators, context/outcomes, standards, and goals can be achieved?

Example:

In the sample unit, students need knowledge of vocabulary and phrases for shopping, and must be able to use the verb *gustar* and formulate questions. They must also know the cultural practices for shopping in the target culture.

* See Appendix A, page 187.

► **3. Determine the method of assessment that will best evaluate the skills and knowledge identified in Step 2.**

Teachers must decide which of the four methods of assessment--selected response, essay, personal communication, or performance assessment--would best assess students' skills and knowledge, be appropriate for the specific unit/theme being taught, and best fit the students' needs. A combination of assessments provides a broad-based look at the level of the students' learning. When assessing skills, performance assessments are the better choice.

Example:

In the sample unit, the teacher will use selected response to assess the students' knowledge of the verb *gustar*, question formation and the vocabulary. A performance assessment will be an appropriate assessment method to determine how well the students can do the context/outcomes and progress indicators.

► **4. If performance assessment is chosen, design a quality task.**

Performance assessments require students to demonstrate their knowledge and apply their skills in meaningful ways. A performance task may require students to create a product, process, or performance for exhibitions or projects. The task, whether it be a performance, product, or process, must be important to the overall goals/outcomes of the program, course, or unit.

Teachers may design performance tasks or situations that incorporate several learning goals for a unit, course, or program. By carefully planning what those learning goals will be and what methods will be used to assess them, teachers and others who determine curriculum can ensure that significant learning will occur in their classrooms over a given period of time. (See Appendix B: *Assessment Tracking Chart*, page 190 and the *Comprehensive Planning Chart*, page 220.)

The quality task integrates knowledge and multiple skills in multifaceted demonstrations and may require an extended time-frame. When used for performance assessment, a quality task has several important characteristics.

A well-designed task:

- ◆ is significant for accomplishing overall learning goals.
- ◆ is aligned to the goals, standards, context/outcomes, and progress indicators chosen for assessment.
- ◆ is integrated with other Frameworks goals
- ◆ can be scored on a criterion-referenced basis
- ◆ is authentic, meaningful, and worthwhile
- ◆ has clear instructions
- ◆ is equitable and fair (level appropriate)
- ◆ is challenging by requiring higher-order thinking
- ◆ incorporates a variety of skills and allows for different student responses

(See Appendix C: *Quality Assessment Checklist*, page 191.)

Steps: ...design a quality task, cont.

Some examples of performance tasks are role playing, real-life simulation, selected and designed investigations, problem-solving that is ill-defined and open-ended, creative exhibits, and performance projects. (See Appendix D: *Ideas for Exhibitions and Projects*, page 192, for a comprehensive list.)

Example:

In the sample unit, the teacher wants the students to show that they can shop for a list of items at the market--a real-world task.

► 5. If doing a performance task, develop the assessment rubric.*

Once the program, course or unit has been planned and the assessment tool developed the teacher must develop the rubric. A rubric is "a vehicle used to guide human judgment." (Marzano, 1993) When assessing a performance task, the rubric is the blueprint that is used to measure specific elements of the performance against a fixed, defined scale. The **criteria** of the rubric define the elements of the performance task that will be measured or scored. The **standards** of the rubric describe the degree or level of successful performance of the criteria. Each level has a **label** to identify the level of performance. Figure A shows one example of a rubric.

Rubrics have distinct advantages for the foreign language teacher in that they help to establish at the outset a set of criteria and standards to be used by and applied to all students performing the given task. They provide teachers with an objective, defined means of assessment while providing students with the exact information needed to complete the performance successfully.

Teachers must answer two questions when they design rubrics for performance assessment:

- a. What significant elements of the task should be assessed? --these will be the criteria of the rubric.
- b. How will the levels of performance for each criterion be described? --these will be the standards of the rubric.

* See Appendix E for worksheet, page 194.

Figure A--Rubric elements arranged in a table format

	Label for exemplary performance	Label for excellent performance	Label for acceptable performance	Label for unacceptable performance
Criterion A (element of performance task to assess)	Standard (descriptor of exemplary performance of criterion A)	Standard (descriptor of excellent performance of criterion A)	Standard (descriptor of acceptable performance of criterion A)	Standard (descriptor of unacceptable performance of criterion A)
Criterion B (element of performance task to assess)	Standard (descriptor of exemplary performance of criterion B)	Standard (descriptor of excellent performance of criterion B)	Standard (descriptor of acceptable performance of criterion B)	Standard (descriptor of unacceptable performance of criterion B)

► a. **Decide the criteria to assess the performance.**

► **Match the criteria to the Frameworks selections of Step 1.**

The criteria must match the goals, standards, context/outcomes and progress indicators selected for the assessment (Step 1). The language of the goals, standards, and progress indicators of the Frameworks all incorporate verbs of observable behaviors. There must be a direct relationship between the context/outcomes and the assessment tasks. The progress indicators are the most specific and most useful for writing criteria.

Example: In the rubric for the sample unit, the criteria is listed in the left-hand column. There is certainly a match between the criteria listed and the task of role-playing the shopping situation. (See page 227.)

◆ **Criteria for communicative skills**

There are times when foreign language teachers want to write rubrics for performances that focus on one or more of the four communicative skills from the Frameworks Goal One. If the performance calls for listening and speaking, teachers can simplify the criteria by using generic terms, such as, *text comprehension* or *fluency* in the rubric. Figure B provides suggestions for criteria for each of the four communicative skills:

Figure B--Examples of criteria for communicative skills

Listening	Reading	Speaking	Writing
<ul style="list-style-type: none"> - text comprehension (gist) - sound and speech pattern discrimination - vocabulary recognition - responsiveness - courtesy shown in exchanges 	<ul style="list-style-type: none"> - comprehension - draw inferences - interpretation - identify main ideas and supporting details - recognize genre - pronunciation when reading orally - intonation when reading orally 	<ul style="list-style-type: none"> - pronunciation, intonation - fluency - comprehensibility - circumlocution - risk-taking, initiative - non-verbal cues - courtesy - cultural correctness - linguistic accuracy - variety of vocabulary - cohesion - creativity, originality - presentation (organization, audible) - enthusiasm 	<ul style="list-style-type: none"> - fluency - comprehensibility, clarity - circumlocution - creativity, originality - supporting evidence - cohesion - variety and precision (in vocabulary usage) - linguistic accuracy (grammar, spelling, sentence structure) - presentation (legibility, neatness, organization) - cultural awareness, sensitivity

Steps:...Decide the criteria..., cont.

► **Identify criteria to assess general skills and knowledge needed for successful completion of the task.**

The complex nature of a performance task often requires demonstration of general skills and knowledge needed to successfully perform the required task. Teachers are encouraged to consider these as well when designing the assessment criteria.

◆ **Criteria for student collaboration and cooperation**

Sometimes it is appropriate to include criteria for assessing the quality of student collaboration when it is important for the successful completion of the task. The criteria might assess whether the work was shared equally, or whether there was cooperation among group members. Depending on the complexity of group tasks, teachers may want to provide a peer- or self-assessment rubric that students may use to assesses the quality of collaboration or cooperation of group members. (See *Generic rubric for collaborative work*, page 160.)

Example:

In the performance task of the sample unit, the students do not work in groups. However, if the performance task called for group work--such as, creating market stalls, organizing and pricing all merchandise, and selling items in a role play--then the teacher would decide to use criteria such as, *equal distribution of work* or *cooperation with other group members*.

◆ **Criteria for presentations and products**

If the task involves a presentation to an audience, teachers may add criteria identifying quality presentation skills; such as, *enthusiasm*, *evidence of preparation*, or *effective use of props*.

If the task includes a product--for example, children's books, posters, or brochures--the criteria may reflect the *attractiveness of the product*, its *appeal to the designated audience*, its *completeness*, and the *correlation of the product to the assigned task*.

Example:

In the sample unit, if the teacher chose to use a role play as a class presentation, the quality of the presentation could be assessed using criteria; such as, *quality of the props*, *liveliness*, and *group preparation* (having lines memorized).

◆ **Criteria for process or declarative knowledge**

Teachers may assign a task that focuses on the procedures for accomplishing an outcome. Criteria can include *organizational skills*, *effective use of resources*, or *time on task*. Here again, if the teacher does not have ample opportunity to observe students' work, providing them with peer- and self-assessment rubrics may give teachers a better overall perspective of student performance.

Criteria for process or declarative knowledge, cont.

If the task requires students to find specific information, criteria may be added to assess the quality of the information. Examples of criteria in this category include *task-specific information found* or *information supports hypothesis*.

Example:

In the sample unit, criteria for the students' preparation for the role play might be *organization of the role play*; *evidence of rehearsal*; and *use of new, appropriate phrases* to assess procedures as well as information quality.

► Add weight to important criteria.

Some criteria may be more important than others. If so, the weights of the criteria should reflect the difference when converting to a percentage for a grade. The weight can be one-and-one-half times, double, or triple the value of other criteria.

Example:

For the sample unit role play, the teacher wants the criterion *is comprehensible* to be worth double the other criterion. The value the teacher gives for that criterion is multiplied by two.

► b. Develop standards for the rubric.

The standards of the rubric define the level of performance for each criterion by specifically stating the expectations for successful completion of the task. The standards are shown as a continuum of expectations--usually from *above* to *not met*. Some tasks lend themselves well to an *exceeds expectations* section on the rubric that recognizes the work students may perform beyond the established set of standards.

When developing scoring standards, teachers must define quality performance. Gathering samples of students' work that demonstrate the range of performance from *exceptional* to *needs improvement* can be helpful in providing students with models before they begin their work.

Example:

In the sample unit, there are four levels of rubric standards: 4--*exceeds expectations*, 3--*excellent*, 2--*good*, 1--*not yet*. Each standard defines a level of performance for each of the criteria.

► Choose the type of rating scales.*

When describing the levels of performance for each criterion teachers must decide whether to use holistic or analytic rating scales.

Holistic rating scales combine many criteria descriptors into one standard by looking at the total performance, process, or product as a whole, or in a big-picture way. "Holistic criteria require raters to assign a single score based on the overall quality or to one aspect of the student's response." (Herman, Aschbacher, Winters, 1992, p. 70)

* Note: It is often preferable to do this step and the next three steps *after* describing the standards. The steps are discussed here to clarify the section, *Describe the Standards*.

Choose the type of rating scales, cont.

Example:

Figure C is an example of a holistic rating scale. It places all of the criteria of the sample marketing unit into four distinct standards.

Analytic rating scales give more information about specific criteria and should be used when students and teachers want feedback on the strengths and weaknesses of a performance, product, or process. Levels of performance (standards) are described for each of the criteria. "An analytic scale requires that raters give separate ratings to different aspects of the work. Criteria incorporating several outcomes are analytic." (Herman, Aschbacher, Winters, 1992, p. 70)

Example:

The rubrics in the Sample Assessments developed for this document use analytic rating scales. Figure D is an example of an analytic rating scale.

Figure C--Example of a holistic rating scale

4--Exceeds Expectations	<i>No errors in expression of likes/dislikes and/or asking/answering questions; near-native pronunciation; use of structures beyond expected proficiency; near-native use of appropriate cultural practices; bought more items than required.</i>
3--Excellent	<i>Almost all expressions of likes/dislikes and/or asking/answering questions correct; easily understood with infrequent errors in pronunciation, structures, and vocabulary usage; almost all cultural practices demonstrated and appropriate; followed instructions completely.</i>
2--Good	<i>Some errors of likes/dislikes and/or asking/answering questions; comprehensible with noticeable errors in pronunciation, structures, and/or vocabulary usage; some cultural practices demonstrated and appropriate; mostly followed instructions</i>
1--Not yet	<i>Few or no expressions of likes/dislikes and/or asking/answering questions stated correctly; nearly or completely incomprehensible; cultural practices were inappropriate or not demonstrated at all; little evidence of following instructions.</i>

Figure D--Example of an analytic rating scale

	4—Exceeds Expectations	3—Excellent	2—Good	1—Not yet
Expresses likes/dislikes	No errors	Almost all correctly expressed	Some errors, majority correctly stated	Few or none correctly stated
Is comprehensible (pronunciation, structures, vocabulary usage) [x 2]	near-native pronunciation; use of structures beyond expected proficiency	easily understood, infrequent errors	comprehensible with noticeable errors in pronunciation, structures, and/or vocabulary usage	nearly or completely incomprehensible
Demonstrates appropriate cultural practices	near-native use of practices	almost all demonstrated and appropriate	some demonstrated and appropriate	inappropriate or none demonstrated
Follows instructions	went beyond expectations, bought more items than required	follows instructions completely	mostly follows instructions	little evidence of following instructions

Steps: Develop standards for the rubric, cont.

► **Decide whether to use words or numbers--Likert scale--to describe the standard (level of performance).**

The decision to use descriptions or numbers is based on the complexity of the task, the need for efficiency, and a desire to give students enough information to be successful.

Examples using numbers:

Using the standard 1=poor, 2=good, 3=excellent, 4=exceeds expectations, circle the appropriate number to rate the performance:

Expresses likes/dislikes: 1 2 3 4

Indicate with an X on a continuum where the performance ranks:

Expresses likes/dislikes:	<u>1</u>	2	X	3	<u>4</u>
	none		some		all
	correct		correct		correct

The advantage of using numbers in this way is efficiency in rating the task. The disadvantage is that there is little information to help students understand what constitutes and distinguishes the different levels of performance.

Example using words:

In the sample unit, the teacher used detailed descriptions to distinguish the four levels (see Figure D). By referring to the rubric before and after assessment, students can see clearly the expectations for each criterion and can analyze better the strengths and weaknesses of their own performances.

► **Decide the number of levels and the order.**

The complexity and importance of the task to the overall learning goal is the basis for determining the appropriate number of standards. If the assessment is "Did the student do it or not?" then a simple yes-no checklist is appropriate. If the task has many components and is important to the overall learning outcomes, then additional levels will more clearly determine the quality of the performance, process, or product.

The direction of the continuum can vary. To show progression the continuum would begin with *not there yet* or #1 on the left side of the rubric and continue to *outstanding*. To focus on achievement and success, the continuum would begin with *outstanding* or 4 and progress toward the levels that show less achievement.

Example:

In the marketing sample unit, the teacher decided that the task is important to the unit outcomes and needs four levels of standards. The continuum begins with *exceeds expectations* and ends with *not yet*. Because the teacher wants to show exemplary work first, the *exceeds expectations* column is the left column of the rubric standards (see Figure D).

Steps: Develop standards for the rubric, cont.

► Choose labels for the standards.

The labels of the standards communicate the levels of performance for each criterion. They are usually represented as a continuum. Numerals or words may be used to represent the various levels. When labels are numbers, *they are not point values*; rather they indicate the progression of the continuum from higher to lower or vice versa.

Example:

A simple checklist that states *yes* or *no* is the least complex type of label. If the task is important and complex, several labels may be needed to identify various levels of performance; for example, *exceeds expectations*, *excellent*, *very good*, *good*, *fair*, *poor*. Figure E illustrates other possible labels.

► Describe the standards.

Rubric standards are organized under a label that describes a level of performance for each criterion. The descriptions should be appropriate for the criterion being rated and should define specific differences among the levels of performance. When writing descriptions, teachers should begin by describing the highest level of performance, then the lowest, and then the level/s in between. The standards should have equal value; that is, the levels should have equal range within the scoring continuum.

◆ Identify and describe exemplary work.

Exemplary work is student work that exceeds the expectations of the teacher and is the first standard the teacher needs to consider. This standard can be labeled *exceeds expectations*,

Figure E--Examples of labels for rubric standards

4	3	2	1
Outstanding Exemplary Exceeds expectations Exelente Wunderbar Magnifique Sobresaliente Ausgezeichnet Above & beyond Wow Razzle Dazzle fantástico Phantastisch fantastique advancing advanced	Great Superior Excellent absolutely! bueno primo bravo olé Super Proficient	Good Average Growing Progressing Basic OK adequate getting there así así gut fair	In progress Emerging Needs improvement Needs work Try again Not yet necesita trabajo noch mals poor

Steps: ...Describe the standards, cont.

outstanding, exceptional, superior, or, the highest number like 5 or 4. Descriptors like, does more than required, like a professional, and beyond the level expected, reflect what some educators call benchmarks--ideal expectations for student work that few can attain. Usually this level is awarded as bonus points or extra credit in the gradebook, or the teacher uses some other method that shows that the work is valued at over 100%.

Students appreciate seeing examples of exemplary work **before** they do the task. Seeing the exemplars often motivates students to work up to that level or even to do better. The teacher can collect the exemplary products to show students in future classes.

Example:

*In the sample unit, exemplary work is defined as **bought more items than required**; communicates at a proficiency-level above the expected level of that class (e.g., a level II student uses the past tense correctly and fluently with near-native pronunciation); and **near-native use of cultural practices**. The teacher labeled these standards 4--*exceeds expectations*.*

◆ **Identify and describe excellent work.**

It is equally important to determine what is expected for *excellent work*--the quality that the majority of students are capable of doing if they work hard. This standard is equal to 100%. Labels for a standard at this level might be: *advanced, wonderful, excellent, or admirable*. Descriptors for this standard might read: *almost always, clearly, almost, highly, or largely*.

Example:

*In the sample unit, the teacher identified this standard as **excellent** and expects the students to perform with **infrequent errors**, realizing that perfection is rarely possible.*

◆ **Identify and describe unacceptable work.**

After identifying the exemplary level of the standards continuum, the lowest level should be described next. Labels at this level indicate that little if any work was completed or that the work that was done is of very poor quality with frequent errors. Examples of labels for this standard include: *not yet, 1, in progress, needs improvement*. It is important to avoid negative words, if possible.

It is helpful if students see not only the exemplary work, but also examples of mistakes to avoid. In the marketing sample unit, the teacher can point out common errors that students make in the phrases used to bargain. The teacher also can discuss how to avoid mistakes in cultural practices; for example, by explaining how the buyer should walk away if the vendor does not lower the price satisfactorily instead of buying the item anyway.

Example:

*In the sample unit, the teacher labeled the standard as 1--**not yet** and used descriptors such as **few or none correctly stated, inappropriate or none demonstrated, little evidence of following instructions**.*

Describe the standards, cont.

◆ Identify and describe acceptable work.

After the highest- and lowest-level descriptors are defined, descriptors for middle-level performance may be developed. The descriptors used at this level denote that though there are some errors and some problems, in general the work is good enough for a passing grade. Sometimes it is necessary or appropriate to add two or more standards to describe acceptable work; for example, *very good*, *good*, and *fair*. Other examples are: *okay*, *average*, *3*, *below average*, or *2*. The descriptors used at this level denote that the work is acceptable but there are some errors and some problems.

Example:

For the marketing sample unit, the teacher labeled the middle standard as 2--*Good* with descriptors such as: *some errors*, *majority correctly stated*, *mostly follows directions*.

Scoring Performance Assessments

Changing holistic rating scales to a percentage

Several methods for converting raw scores to a percentage for both holistic and analytic scoring criteria have been devised by foreign language teachers from Fairfax County Schools in Virginia. They suggest that when using holistic scoring criteria, performance ratings may be scored in two ways: 1) assign a specific percentage to each performance rating, for example, *almost meets expectations* = C = 77%; or, 2) determine a variety of percentages for each level and assign a letter grade, such as A-, A, A+, depending on where the student performed within a standard level.

Changing analytic rating scales to a percentage

A conversion formula is necessary to change analytic scoring criteria to a percentage. A score of 12-out-of-24 does not mean that a student receives 50% on an oral performance assessment. The score indicates a raw score of 2 out of 4 on most component parts and shows that the student almost met the requirements for the performance task. Therefore, the percentage score is not 50%, but rather in the "C" grade-level range.

The formula for conversion divides the span of percentage points between the highest possible score (100) and the highest possible failing score (HPF). This span is then divided into equal increments to establish a percentage score for each student raw score, as shown in the following formula:

$$\frac{\text{student raw score} \times (100 - \text{HPF})}{(\text{maximum raw score})} + \text{HPF} = \text{X\%}$$

For example, if the assessment is worth 24 points, the highest possible failing score is 69, and the student earned a raw score of 12, the converted percentage is :

$$\frac{(12 \times 31)}{24} = 15.5 + 69 = 84.5\%$$

(See *Appendix F*, pages 195 and 196, for conversion charts based on highest possible failing scores of 69 and 59.)

Portfolios as an Assessment Tool

What are Portfolios?

Portfolios are “collections of student work that are reviewed against criteria in order to judge an individual student or a program.” (Herman, Aschbacher, & Winters, 1992, p. 72) The portfolio is not the assessment itself but the receptacle for a student’s products collected over a period of time which may or may not be evaluated. Assessment exists when the following conditions are present: 1) the purpose for the assessment is stated; 2) the criteria and methods for collection and evaluation are defined; and, 3) criteria for assessing the products are identified.

Building the portfolio is a *process* that helps students become thoughtful, active learners. (Burke, Fogarty & Belgrad, 1994) Unlike traditional paper-and-pencil tests, portfolios may incorporate assessments involving many modalities. Students, teachers, peers, and parents share in the selection and evaluation of portfolio content. Portfolios clearly articulate expectations and standards for achievement through all levels. (Charlton, 1996)

In the foreign language classroom, portfolios focus on what students know and can do, not their deficiencies. Portfolio projects reflect students’ interests, lives and cultures in real-world and relevant communicative contexts.

Purposes of Portfolios

The purposes of portfolios vary as much as the number of schools, districts, teachers, classes, and students who create them. However, teachers still must address three principles when determining the purposes of portfolios: content, learning, and equity. (National Mathematical Science Board cited by Burke, Fogarty & Belgrad, 1994 as cited by Bass, 1993) **Content** is the subject matter that is important for students to learn and should be reflected in the portfolio. **Learning** is the process of using the skills of reading, writing, speaking, listening, problem solving, and higher-order thinking. **Equity** promotes the accommodation of student diversity in today’s classrooms. Portfolios offer choices for students by respecting their multiple intelligences, ethnicity, interests, and learning styles.

Portfolios may target a number of purposes: 1) self-assessment by students; 2) district goals requirements; 3) multiple purposes, i.e., combinations; and, 4) teacher accountability. When students self-assess, they are analyzing their progress as learners by monitoring their own growth and development. District goals require students to meet learning goals identified as benchmarks or standards before students can exit the district. Portfolios may serve multiple purposes by combining district and self-assessment goals and show a broad perspective of students’ abilities. Teacher accountability as a portfolio purpose includes what teachers recognize as a method of assessing their own accomplishment of the goals and outcomes of what they teach (Burke, Fogarty & Belgrad,

Portfolios link...

- ◆ *Curriculum, instruction, and assessment*
- ◆ *Student responsibility, teaching, and learning*
- ◆ *Grade level, unit, and lesson outcomes with district outcomes*
- ◆ *School and community*
- ◆ *Teachers, students, and parents*

Student Portfolios, National Education Association 1993

Purposes of portfolios, cont.

1994).

The types of portfolios range from personal to academic to professional. The personal portfolio can be a collection and analysis of exemplary work done both inside and outside the school setting. The academic portfolio includes many examples of work traditionally done in school--graded, cooperative group, multi-year, multiple intelligences. In the professional portfolio category are product entries from job experiences and higher education. (Burke, Fogarty & Belgrad, 1994)

Content for Portfolios

Portfolios may contain a wide variety of artifacts. The purpose and type of portfolio will determine its contents. Evidence of students' performances in the four skills and demonstrations of their understanding of culture may include audio or video tapes, writing samples, anecdotal records, tests, creative projects, journals, artwork, photographs, checklists and rubrics, reflections of cultural experiences, and reflections by teachers, students, and parents. (See Appendix D: *Ideas for Exhibitions and Projects*, page 192.)

Reflection is a key ingredient in many portfolios. Students are forced to analyze their own learning when they are required to answer the following questions about their projects:

1. What skills did you use most in the activity: reading, writing, listening, speaking, problem solving, comparing/contrasting, sequencing, evaluating, synthesizing, inferring?
2. How did you use those skills?
3. Of the skills identified, which were easier or more difficult for you to use? Why?
4. What techniques or strategies would you use in future projects to be more successful in the skills that you found difficult to use?
5. What techniques or strategies did you use that made parts of the project easy for you? Explain the reasons why.
6. How would you use these skills in the real world? Give some examples.
7. What frustration did you feel about doing this activity? Why do you think you felt frustrated?

8. What did you like most about doing this activity?

Steps for Portfolio Development

Portfolios may be grouped into three types according to the level of development. Burke, et al. (1994) defines these types as *Elaborated*, *Expanded*, and *Essential*.

The **elaborated** portfolio is the most complex requiring several steps:

1. *Project* the purposes and types of portfolios.
2. *Collect* artifacts over time.
3. *Select* key artifacts based on criteria.
4. *Interject* individual style and flair.
5. *Reflect* metacognitively on each item.
6. *Inspect* the artifacts to align the goals.
7. *Perfect* and evaluate the artifacts and reflections.
8. *Connect* by conferencing with others.
9. *Inject* and eject artifacts continually as you update.
10. *Respect* accomplishments and show pride.

In the **expanded** portfolio students *project, collect, reflect, perfect, and connect*.

In the **essential** portfolio, students only *collect, select, and reflect*.

Pointers for Managing Portfolios

Managing portfolios in the classroom may present some challenges. Charlton (1996) gives several suggestions to teachers for implementing the portfolio experience:

- ◆ Prepare model projects and artifacts with complete purposes, grading rubrics, and detailed directions as an example of a finished portfolio.
- ◆ Organize materials and storage areas for easy access to supplies and storage. Use color-coded folders, boxes, and class-specific locations.
- ◆ Include tables of contents, peer and parent evaluation sheets, and grading criteria in each portfolio.
- ◆ Number projects, students, steps, and outcomes to keep things organized.
- ◆ Allow time for students to organize and revisit their portfolio work on a regular basis.
- ◆ Start small; keep it simple; select just a few samples to grade; and systematically review and grade.

Assessing the Quality of Portfolios

The following rubric (Figure F) suggests standards and criteria that teachers can use to assess portfolios. The standards and criteria should be shared with students before they begin building their portfolios.

Figure F--Rubric for portfolios

	Superior	Excellent	Good	In Progress
Appearance	extremely eye appealing, professional looking	attractive, neat	somewhat attractive or neat	sloppy, effort not shown
Creativity	creativity abounds, much original thinking and/or elaboration	much creativity, original thinking, and/or elaboration	some evidence of creativity, original thinking or elaboration	little or no evidence of creativity, original thinking or elaboration
Content	all quality artifacts chosen demonstrate a high level of reasoning	quality artifacts chosen demonstrate clear reasoning	some artifacts chosen demonstrate clear reasoning	few or none of the artifacts chosen demonstrate clear reasoning
Organization	striking organization that makes the reading flow smoothly	organized, definite transition between works and parts of the portfolio	fairly organized, good transition in topics	nothing in order, appears thrown together, no transition
Completeness	contains required pieces, shows much extra effort with additional pieces	contains required pieces, some additional pieces	contains required pieces	missing some required pieces
Reflection	high level of analytical thinking backed by sound evidence	obvious time on reflection, honest; excellent details	adequate reflection shown	very brief, done hurriedly, not sincere or honest

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Sample Assessments

Introduction

The ten sample assessments in this section were written by the Frameworks Assessment Cadre and follow the steps outlined in the preceding narrative. Several of the sample assessments were designed to accompany learning scenarios in the Frameworks. Others are based on units designed by Assessment Cadre members. Teachers should consider the sample assessments as models and adapt them to meet the needs of their own classrooms.

The generic rubrics that begin this section were designed for tasks that occur frequently in foreign language classrooms. The generic rubric for collaborative work can be used to assess the quality of cooperation within task groups. It can be used as a peer-assessment, a self-assessment, or as an assessment by the teacher. One of the rubrics for oral presentations is designed for simple answers for beginning-level students; the other is for a cultural role play for more advanced students. The two rubrics for writing include one for general writing tasks such as letters, essays, and reports. The second can be used to assess the specific tasks of writing stories and other creative materials typically produced in more advanced language classes. This rubric can be expanded for more complex written work.

The Assessment Cadre used analytic rating scales in most of the sample assessments. The sample assessment, *Lost Civilization*, shows both a holistic scoring rubric and an analytic scoring rubric. The Cadre chose to order the standards from highest to lowest so students first would see what the “best” looks like. The Cadre often used numerals to label the standards. It is important to remember that these labels simply show the levels of performance; they are *not* numbers for scoring.

Generic Rubrics for Foreign Language Tasks

Generic Rubric for Collaborative Work

	4	3	2	1
Work load equality	workload shared equally	workload somewhat unequal	workload unequal—done mostly by one or two students	workload unequal—one student has done all the work
On task	all the time	most of the time	sometimes	little involvement; rarely on task
Interaction	much discussion; shows respect for others	some discussion; respectful of others	little discussion; easily distracted, somewhat disrespectful of others	shows little interest; disrespectful of others

Generic Rubric for Oral Presentations--Simple Answers

	Yes	No
Accurate pronunciation		
Accurate grammar		

Generic Rubric for Oral Presentations--Cultural Role Play

	4	3	2	1
Pronunciation	accurate throughout, near native	understandable, with very few errors	some errors, but still understandable	poor pronunciation, very anglicized
Fluency	smooth delivery	fairly smooth	unnatural pauses	halting, hesitant, long gaps
Comprehensibility	Easily understood	understood	difficult to understand	incomprehensible
Vocabulary	extensive use of targeted vocabulary	some use of targeted vocabulary	minimal use of targeted vocabulary	fails to use targeted vocabulary
Credibility (shows knowledge of other culture)	credible role play; reflects the culture	credible role play; somewhat reflects the culture	limited credibility; little connection to target culture	not credible; no connection to target culture visible
Performance	lively, enthusiastic; good eye contact	general enthusiasm; some eye contact	low energy; limited eye contact	reads from cards, monotonous; no eye contact

Generic Rubric for Written Material--General

	Exceeds Expectations	3	2	1
Grammar	perfect	uses well what is being studied	some errors with what is being studied	doesn't seem to understand what is being studied
Vocabulary	creative use of vocabulary	vocabulary at present level of study	some use of current vocabulary; key words missing	minimal use of targeted vocabulary at present level of study; words used incorrectly
Spelling	perfect	very few errors in spelling and accent marks	some errors in spelling and accent marks	many errors in spelling and accent marks

Generic Rubric for Written Material--Creative Writing (3rd- or 4th-year students)

	Outstanding 3	Satisfactory 2	Poor 1
Spelling/ Punctuation	spelling and punctuation almost always correct	some errors throughout	careless; numerous errors
Grammar	at current level of study or above with very few errors	some errors—subjects and verbs don't always match, wrong tenses are sometimes used; does not always represent current level of study	writing is at a 1st- or 2nd-year level; many grammatical errors—frequent mismatched subjects and verbs; writing is mostly in present tense
Effort	more than required	meets requirements	some items missing, work appears hastily assembled
Creativity	creative, original descriptions; realistic characters; well illustrated; neat	some creativity; simple descriptions; mostly neat	shows no creativity or planning; incomplete descriptions; unrealistic characters; haphazard illustrations or no illustrations

Aztec Influence

Based on teacher-designed unit and learning scenario,
Aztec Designs, page 86

Setting

Activity summary: Students create their own Aztec designs using geometric shapes studied in Math.

Reflects Frameworks:

Goals: One—Communication; Three—Connections

Standards: 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
3.1 Students reinforce and further their knowledge of other disciplines through foreign languages.

Progress Indicators: *Students are able to:*

- 1.3.B.beg Give a description orally and in writing using simple phrases.
- 1.3.E.beg Present prepared material to an audience.
- 3.1.A.beg Identify and apply, within a familiar context, information and skills common to the foreign language classroom and other disciplines.

Essential Skills/Knowledge Needed: Knowledge and vocabulary of numbers, shapes, and colors in first and target language
Basic knowledge of the Aztec designs

Sample Assessments

- Preparation Assessments:** Based on teacher-prepared unit
- ◆ Paired practice to identify shapes, colors, numbers
 - ◆ Pencil/paper quiz of the shapes found in Aztec designs
 - ◆ Ask questions on a credit/no credit questionnaire about the design created; e.g., Essay ARC(Action/ Reflection/ Connection)
- Sample ARC:*
- Action Questions: (*Questions may be in the target language or not, depending on level of student progress.*)
- How many circles are there?
 - What colors do you have in the design?
- Reflection Questions:
- Why did you choose each of the shapes?
 - What did they represent for you?
 - What did you do?
 - Where do you see similar designs in your daily life?
 - What did you learn about Aztec designs?
- Connection Questions:
- What is the connection between Aztec design and math?
- ◆ Discussion of the ARC questionnaire

Final Assessment:

Context: Students reinforce and further their knowledge of colors, numbers, and geometric shapes by creating their own Aztec designs and conveying information about them to listeners.

Task: Each student creates an Aztec design. In groups of four, students use sentence frames to describe their designs to the group by telling the names of the shapes used in the design, how many of each shape were used, and the colors of the shapes used.

Rubric: Student presentation to peers (*peer and/or teacher assessment*)

	3	2	1
Identification of shapes	all shapes identified correctly	half or more identified correctly	less than half identified correctly
Identification of colors	all colors identified correctly	half or more identified correctly	less than half identified correctly
Uses correct numbers	no problems using numbers	some problems using numbers	many problems using numbers
Pronunciation	excellent	most words pronounced correctly	numerous errors

Instructional Strategies

TPR
Cooperative work
Pair work
Investigation for more advanced levels
Internet searches
Lecture, presentation, discussion
Sentence frames

Materials and Resources

Media Center/Computer Lab
Examples of Aztec designs
Precut geometric shapes in a variety of colors or patterns of shapes to trace
Paper for background designs
Crayons and/or markers if patterns traced
Writing paper
Pencils

Additional Tasks

Closure activity: Gallery Walk—Students' Aztec designs are hung around the room. Each student writes an information card—like a museum title card—and attaches it by his/her design. Students circulate and write "critic's comments" on small index cards for at least 3 designs. The critique cards are affixed beneath the artist's descriptive card.

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Dining Out

Based on learning scenario, *Dining*, page 93

Setting

Activity summary: Students identify similarities and differences in dining practices between the target culture and their own and demonstrate them.

Reflects Frameworks:

Goals: Two—Cultures; Four—Comparisons; Five—Communities

- Standards:**
- 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.
 - 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.
 - 5.1 Students apply language skills and cultural knowledge within and beyond the school setting.

Progress Indicators: *Students are able to:*

- 2.1.B.dev Produce language and behaviors that are appropriate to the target culture.
- 4.2.A.dev Analyze the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources.
- 4.2.B.dev Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.
- 5.1.A₂.beg Share knowledge of target language with others.

Essential Skills/Knowledge Needed: Knowledge of cultural information
Vocabulary for dining, etiquette, time, family
Chart set-up procedures

Sample Assessment

Context: Students recognize that persons in the target culture use different patterns of interaction and apply this knowledge to dining practices.

Task: Students, with parental approval, organize and facilitate a dinner in their home which reflects some of the target culture's dining practices. During the meal, students teach family members appropriate courtesy phrases used in the target culture while dining; for example, please, thank you, excuse me. Students interview family members by asking at least three questions about the meal and record the responses on video or audio tape or in writing.

Rubric: To be used by the parent or guardian to assess the demonstration at home *(Note: The teacher should provide instructions on how to use the rubric.)*

	Excellent	Very Good	Fair	Poor
Demonstrates or discusses differences in dining practices between the target culture and the student's own culture.	five or more differences	three or four differences	one or two differences	no differences
Demonstrates or discusses similarities in dining practices between the target culture and the student's own culture.	five or more similarities	three or four similarities	one or two similarities	no similarities

Rubric: to be used by the teacher to assess the interview

	4	3	2	1
Interview	interviews all family members in depth	interviews family members using at least three questions	limited interview; little information	no interview

Instructional Strategies

Brainstorming
 Research (technology / media)
 Peer teaching
 TPR
 Discussion
 Role playing
 Worksheet: list similarities and differences in dining practices

Materials and Resources

Video
 Native speaker
 Table service

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Framing the Tune

Based on learning scenario, *Frame That Tune*, page 97

Setting

Activity summary: Students analyze music from the target culture.

Reflects Frameworks:

Goals: One—Communication; Two—Cultures

Standards:

- 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
- 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.

Progress Indicators: *Students are able to:*

- 1.3.B.dev Give a description orally and in writing using complex sentences.
- 1.3.D.dev Interpret information from authentic material to an audience.
- 2.2. A.dev Analyze the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied; such as, art, literature, music, dance, etc.

Essential Skills/Knowledge Needed:

- Adjectives and adjective agreement
- Poetic structure
- Knowledge of instruments

Sample Assessments

Preparation Assessment:

Context: Students use a variety of ways to express their feelings after listening to a piece of music from the target culture.

Task: Students listen to a song from the target culture and describe how it makes them feel by writing a poem.

Rubric: Poem

	4	3	2	1
Description of emotions	vivid and original	effectively communicates feelings	limited expression of emotion	emotions not described
Language usage: vocabulary used, grammatical elements	effective use of vocabulary; few, if any, errors	vocabulary reflects level of study; some errors	vocabulary seldom reflects level of study; many errors	vocabulary fails to reflect level of study; excessive errors
Poetic structure—varies with type of poem	correct	mostly correct	incomplete	no apparent poetic structure

Final Assessment: Assessment for steps 4 and 5 (of the learning scenario)

Context: Students demonstrate an understanding of the target culture by analyzing a sample of music from the target culture and relating it to the culture visually, orally, and in writing.

Task: Working in small groups, students select a song from the target culture that they have heard in class and study that song, including its lyrics, melody, instruments, and messages. Students create a written, visual, and oral project analyzing the relationship of the music to the target culture and share the researched song with the class. (*Performance*)

Rubric: Presentation

	5 Exceeds	4 Superior	3 Good	2 Fair	1 In Progress
Cultural context	demonstrates thorough understanding of relationship of music to the target culture in 5 or more ways*	demonstrates thorough understanding of relationship of music to the target culture in at least 4 ways	demonstrates understanding of relationship of the music to the target culture in at least 3 ways	demonstrates little understanding of relationship of the music to the target culture	does not demonstrate understanding of the relationship of the music to the target culture
Language usage: grammatical structures, pronunciation fluency	near native fluency; use of vocabulary and structures beyond normal scope of class	variety of vocabulary and structures used with few errors	adequate vocabulary; some structural errors; easily understandable	limited vocabulary; some anglicisms; frequent structural errors; understandable to sympathetic listener	vocabulary very limited; much repetition; some English; errors in structure interfere with comprehensibility
Presentation: creativity, props, appearance, organization	imaginative and unique; props add dimension to project; near professional appearance; engaging organization	original; props add to project presentation; very neat; organized	evidence of some creativity; props used to explain project; neat; some confusion in organization	little creativity; props bear little relationship to presentation; careless appearance; difficult to follow	little effort shown; props not completed or unrelated; lacks coherence

* number of ways may be adjusted to the level of the students

Instructional Strategies

Cloze activities
 List of familiar vocabulary
 Description of personal emotion/mood of the piece
 Singing
 Listening to and watching audio tapes or videos
 Checklist of instruments heard
 Drawings of instruments heard
 Categorization of themes
 Comparisons of themes to those found in American music

Materials and Resources

Traditional and popular music of the target culture; such as, audiotapes, compact discs, music videos, and videotaped concerts

Additional Tasks

1. Students listen to a song from the target culture and describe how it makes them feel using one or more of the following methods:
 - a. Students may draw how it makes them feel. (*performance*)
 - b. Students may describe in a paragraph in the target language how it makes them feel. (*performance*)
 - c. Students may orally give one-word descriptions of how the music makes them feel--as in brainstorming. (*selected response*)
 - d. Students may write a poem describing their emotions as they listen--poem could be as simple as a haiku or a diamante. (*performance*)
This could be a follow up to the brainstorming activity— see #c above.
2. Students may be asked to compare stages, messages, or instrumentation as comprehension checks. An action-reflection-connection paper would be valuable in this respect.

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Lost Civilization

Based on learning scenario, *Create a Culture*, page 89

Setting

Activity summary: Students describe a lost civilization to the class using authentic objects, works of art, pictures, etc.

Reflects Frameworks:

Goals: One--Communication; Two--Cultures

Standards:

- 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
- 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the culture studied.

Progress Indicators: *Students are able to:*

- 1.3.B.dev Give a description orally and in writing using complex sentences.
- 1.3.B.exp Give a description orally and in writing using complex, detailed paragraphs.
- 1.3.D.dev Interpret information from authentic material to an audience. (*variation*)
- 1.3.E.dev Speak or write spontaneously.
Narrate . . . past . . . events.
- 1.3.E.exp Elaborate on . . . past . . . events.
- 2.2.B.dev Discuss and analyze external factors which affect products and contributions.
- 2.2.B.exp Analyze contributions of diverse groups within the target culture.
- 2.2.D.dev Explain objects, images, and symbols of the target culture.
- 2.2.D.exp Analyze the cultural significance of objects, images, and symbols of the target culture.

Essential Skills/Knowledge Needed:

- Knowledge of how products reflect the beliefs of the target culture
- Vocabulary appropriate to objects and pictures used
- Knowledge of complex sentence structures
- Knowledge of past/imperfect tense

Sample Assessments

Context: Students convey information to the class about a lost civilization using unfamiliar artifacts.

Task: Groups of students use four pictures and six objects that might be found in a lost civilization--but are really from the target culture--to make a presentation to the class. The students explain what the culture was like--the religion, food, family and social structure, educational system, government, and if the culture was peaceful or war-like.

Rubric: Example #1--Holistic rating scale for presentation

- 4 —Religion, food, family and social structure, educational system, government, and if the culture was peaceful or war-like are realistic and intricately explained. Students use 8-10 props/word cards describing their lost civilization with fluency, correct pronunciation, and a wide variety of vocabulary. The presentation is easy to understand, well organized and contains an introduction, body and conclusion. The presentation is lively, enthusiastic, and presenters maintain eye contact with the audience.
- 3—Religion, food, and lifestyle are explained and analyzed; somewhat realistic. Students use 6-7 props/word cards describing their lost civilization with an occasional breakdown in fluency, generally correct pronunciation, and variety of vocabulary. The presentation shows evidence of introduction, body, and conclusion but is not fully developed. General enthusiasm is displayed during presentation with some eye contact with the audience.
- 2—Religion, food, and lifestyle are explained but with significant omissions; difficult to believe. Students use 4-5 props/word cards describing their lost civilization but with limited vocabulary, repetitive sentence patterns, and numerous pronunciation errors. The presentation is at times unclear and shows weakness in the development of the introduction, body, and/or conclusion. Energy is low during the presentation with presenters making limited eye contact with the audience.
- 1—Description of religion, food, and lifestyle does not correspond to the pictures/items; unbelievable. Students use 3 or fewer props/word cards describing their lost civilization with limited vocabulary and sentence structure and with poor pronunciation. Introduction, body, and conclusion are incomplete. Material is read from cards in a monotonous voice. Presenters make no eye contact with the audience.

Rubric: Example #2--for presentation

	4	3	2	1
Description—food, religion, lifestyle	civilization is intricately explained and analyzed; realistic	civilization is explained and analyzed; somewhat realistic	civilization is explained with significant omissions; difficult to believe	civilization is not explained through the objects; unbelievable
Presentation	uses 8 - 10 props/word cards	uses 6-7 props/word cards	uses 4-5 props/word cards	uses 3 or fewer props/word cards
Language usage	accurate pronunciation; fluent, wide vocabulary	generally correct pronunciation; occasional breakdown in fluency; varied vocabulary	weak pronunciation; repetitious; adequate but limited vocabulary	poor pronunciation; choppy, limited vocabulary
Organization	introduction, body, conclusion developed	introduction, body, conclusion present	introduction, body, conclusion weak	introduction, body, conclusion incomplete
Performance	lively, enthusiastic; good eye contact	general enthusiasm; some eye contact	low energy; limited eye contact	no eye contact; reads from cards; monotonous

Instructional Strategies

Teacher presentation of vocabulary
Brainstorming
Group work
Cooperative learning

Materials and Resources

Pictures, words, objects that represent items that might be found in a tomb, lost city or lost civilization.

Additional Tasks

ARC (Action/Reflection/Connection)
Question/answer discussion from task
Students respond to questions and discuss whether they would like to live in the culture or not.

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My Town!

Based on learning scenario, *Know Your City*, page 107

Setting

Activity summary: Student pairs create a flier or brochure of their city or town.

Reflects Frameworks:

Goals: One—Communication

Standards: 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Progress Indicators: *Students are able to:*
 1.3.B.dev Give a description orally and in writing using complex sentences.
 1.3.C.dev Produce formal and informal written communication.

Essential Skills/Knowledge Needed: Adjectives and adjective agreement
 Verb *to be*
 Knowledge about city / town points of interest
 City vocabulary
 Passive constructions (as appropriate for the language)
 Informal commands
 Knowledge and skill using Internet to obtain information
 Knowledge of Pagemaker / Photoshop to create brochure (optional)

Sample Assessments

Preparation Assessments: Role-play being a tour guide of the city
 Map direction quiz (oral)

Final Assessment:

Context: Students convey information about their city in written and oral form.

Task: Students work in pairs to create a three-fold brochure / flier to help visitors learn about their city / town.

- ◆ The brochure should include a title; an introductory section with comments about size, location, historical information and one major attraction; and descriptions of other points of interest—who, what, when, where, why. The final product should not be a translation from a sample brochure.
- ◆ Pictures are drawn or cut out from magazines to illustrate the points of interest. The brochure should include at least 4 pictures, graphics and / or illustrations and 6 descriptions of points of interest. Each student is responsible for 2 pictures / graphics / illustrations and 3 descriptions of points of interest.

The brochure is presented to the class by the group. (*performance*)

Rubric: Written brochure

	Exceeds expectations (5)	4	3	2	1
Content	outstanding illustrations and creativity; more than 6 points of interest; meticulously described	well illustrated; very creative; at least 6 points of interest; thoroughly described	some illustrations; some creativity; at least 5 points of interest; well described	illustrations haphazard; creativity lacking; at least 4 points of interest; details missing	few if any illustrations; 3 or less points of interest; few if any details
Organization	title and introductory comments would persuade any tourist	title and introductory comments engaging; work flows smoothly	title and introductory comments present; logical order	title and/or introductory comments incomplete; order somewhat confusing	title and introduction incomplete; points of interest follow no logical pattern
Grammar, punctuation	completely accurate; no errors	nearly all accurate; 2-3 errors	mostly all accurate; 4-5 errors	some accuracy; 6-7 errors	little accuracy; 8 or more errors
Spelling	no spelling errors	nearly all accurate; 1-2 errors	mostly all accurate; 3-4 errors	some accuracy; 5-6 errors	little accuracy; 7 or more errors
Workload equality	quality team work	shared equally	workload somewhat unequal	workload unequal; work done mostly by one student	work load unequal; one student has done all the work

Note: Each category can be weighted so that the project will be worth more points.

Extra credit: 0-5 points — effort, exceptional presentation, added touches.

Instructional Strategies

TPR obstacle course
Flash cards
Labeling city maps
Direction giving and following
Internet searches

Materials and Resources

Map of city, drawing paper, magazines

Additional Tasks

1. Students create an Internet homepage in the target language. This would integrate Standard 5.1 into the activity.
2. Students create a video brochure. This would use spoken language.

△ △ △

New Clothes

Based on Learning Scenario, *Shopping for Clothes*, page 116

Setting

Activity summary: Students use the target language in a paired shopping simulation.

Reflects Frameworks:

Goals: One--Communication, Two--Cultures, Four--Comparison

- Standards:**
- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

Progress Indicators: *Students are able to:*

- 1.1.C.dev Create simple descriptions within a context.
- 1.1.D.dev Qualify likes and dislikes.
- 1.2.B.dev Respond appropriately to complex oral and/or written descriptors

Essential Skills/Knowledge Needed:

- Clothing vocabulary
- Appropriate situation vocabulary (cultural expressions for buying and selling, adjectives, sizes, cost)
- Verb "to like"
- Knowledge of shopping transaction in the target culture

Sample Assessments

Preparation Assessments:

- Vocabulary quiz on clothing (*matching or multiple choice; selected response*)
- Fashion show (*performance*)
- Write descriptions of clothing in fashion show (*performance*)
- In pairs, directed dialogue for practice role-play (*performance*)

Final Assessment:

Context: Students express likes and dislikes about clothes.

Task: Two students role-play shopping for clothes: one plays the part of a salesperson in a clothing store in the target culture; the other plays an "exchange student" who has received birthday money to buy one complete ensemble (shirt, shoes, pants, and socks).

The role-play includes:

- descriptions of the articles that the shopper likes and the reason why the shopper likes them
- suggestions by the salesperson about articles that are available and their cost
- a logical conversation
- appropriate courtesies

(The teacher could supply set-priced articles and different amounts of birthday money.)

Rubric: Shoppers in role-play

	Exceeds expectations*	3	2	1
Create simple descriptions	*	creates descriptions of 4 or more clothing items	creates descriptions of 3 clothing items	creates descriptions of 2 or less clothing items
Qualifies likes/dislikes	*	gives a variety of reasons for purchases or non-purchases; uses the verb "to like" appropriately	gives some reasons for purchases or non-purchases; uses the verb "to like" appropriately most of the time	gives no reason for each purchase or non-purchase; seldom uses the verb "to like" correctly
Respond appropriately to oral prompts and in conversation and courtesies	*	responds appropriately to comments and questions; purchases completed; conversation logical, appropriate courtesies	minor confusions but purchases completed; conversation somewhat logical, some appropriate courtesies	incomprehensible; purchases not completed; conversation illogical, courtesies inappropriate or not present
Language usage	*	accurate pronunciation, fluency, wide vocabulary	generally correct pronunciation, occasional breakdown in fluency, varied vocabulary	poor pronunciation, choppy, limited vocabulary

* During evaluation, teacher notes exceptional points in the role play, in addition to all other criteria being met.

- Alternate Task:** Working in pairs, students write out and rehearse a dialogue between the shopkeeper and customer. The dialogue must contain the following elements:
- (Simplified for beginning class)*
- Shopkeeper greets and asks what the customer is looking for.
 - Customer greets and answers the shopkeeper.
 - Customer looks for and is shown three different clothing items.
 - Shopkeeper and the customer each comment on each item.
 - Shopkeeper asks what the customer would like to try on and the customer answers.
 - Customer tells the clerk what he/she would like to buy and why.
 - Shopkeeper gives a total cost for the purchases and thanks the customer.
 - Each says good-bye.

Sample Assessments

Rubric: Simplified role play

	3	2	1
Finds out/tells wants	shows/requests 3 items	shows/requests 2 items	shows/requests 1 item or does not show/request anything
Comments on each item	comments on 3 items	comments on 2 items	comments on 1 item or does not comment
Responds appropriately to oral prompts	all appropriate	some errors	many errors or no response

Instructional Strategies

TPR
Flashcards
Video/presentation of shopping transaction
Question/answer pair work
Directed dialogue
Bargaining skills (if scenario takes place in a market place)

Materials and Resources

Authentic materials (catalogs, magazines, newspaper ads)
Video
Textbook

△ △ △

Students Teaching Students

Based on: Teacher-designed unit

Setting

Activity summary: Students teach short units of language to elementary school students.

Reflects Frameworks:

Goals: One—Communication; Five—Community

Standards: 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
5.1 Students apply language skills and cultural knowledge within and beyond the school setting.

Progress Indicators: *Students are able to:*
1.3.E.beg Present prepared material to an audience.
5.1.A₂.beg Share knowledge of target language with others.

Essential Skills/Knowledge Needed: Songs and/or dances
Alphabet
Numbers
Colors
Greetings
Games
Pronunciation
Some other basic vocabulary; e.g., animals, clothing, foods
Short phrases; e.g., communicating likes/dislikes, weather, time/date expressions, family/home descriptions

Sample Assessments

Final Assessment:

Context: Students convey information, concepts, and ideas by giving language lessons to grade school students.

Task: In pairs, students prepare five language lessons that are appropriate for grade school students. Before planning their lessons, students will observe the elementary classroom teacher to learn elementary instructional strategies; such as, visual presentation of new material related in a variety of appealing ways, frequent comprehension checks, and use of active learning in practice activities.

The foreign language teacher uses the provided rubric to assess students on teaching performance; organization of the lesson with introduction, review, and presentation of new materials; and use of appropriate materials, such as flash-cards and posters.

The elementary teacher assesses the students using the same rubric without the pronunciation category.

Sample Assessments

Rubric: Presentation to elementary grade students

	Exceeds expectations (5)	4	3	2	1
Content	vocabulary is repeated numerous times; Teen Teacher is attuned to student needs and adjusts accordingly; many varied, high-interest methods/activities	vocabulary is repeated 10 times or more in each presentation/activity; some attention given to student learning; some variation	vocabulary repeated 7 times or more in each presentation/activity; some attention given to student learning; little variation	vocabulary repeated 4 times or less in each presentation; little attention given to student learning; little variation	vocabulary presented once only; emphasis is on Teen Teacher showing what he/she knows, not on how a student learns; same method/activity used repeatedly
Teaching performance	performance approaches that of professional classroom teacher	professional appearance; much enthusiasm; involves many students (calling by name)	professional appearance; some enthusiasm; involves some students	unprofessional appearance (e.g. gum, torn clothing); limited enthusiasm; involves few students	unprofessional appearance; lacks enthusiasm; fails to involve students
Organization	planning and execution of lessons far exceeds expectations	lesson at appropriate level; duties shared equally and planned; all lesson elements present	lesson at appropriate level; most duties shared equally and planned; most elements present	some of lesson at appropriate level; duties unequal; poorly planned; lacks some elements	too much or too little presented; reliance on one presenter; lesson confusing; incomplete
Pronunciation	near native	clear, audible, accurate	mostly clear, audible, accurate	parts unclear, inaudible, or inaccurate	completely unclear, inaudible, or inaccurate
Materials	quality and variety of materials far exceed expectations	age appropriate; attractive materials; easy to read; accurate	age appropriate; adequate materials; easy to read; accurate	inappropriate for age level; difficult to read; some errors; few and/or poorly prepared materials	no materials

Note: Teacher may wish to include collaborative preparation and attendance as a part of over-all assessment.

Instructional Strategies

Model sample lessons to present
 Discussion of rubric
 Teen students observe elementary classes for at least one hour before planning their lessons

Materials and Resources

Age-appropriate teaching materials; e.g., dot-to-dot, flash cards, posters and color-by-number
 Music cassettes, video cassettes
 Art supplies

△ △ △

Teen Talk

Based on Teacher-designed unit

Setting

Activity summary: Students use the target language to role-play teen free-time activities that reflect the student's own culture vs. the target culture.

Reflects Frameworks:

Goals: One--Communication, Two--Cultures, Three--Connections, Four--Comparisons, Five--Communities

- Standards:**
- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.
 - 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.
 - 5.1 Students apply language skills and cultural knowledge within and beyond the school setting.

- Progress Indicators:** *Students are able to:*
- 1.1.F.dev Exchange information with peers and others.
 - 2.1.B.dev Produce language and behaviors that are appropriate to the target culture.
 - 2.1.E.dev Interpret the cultural connotations of common words, phrases, and idioms.
 - 4.2.B.dev Compare and contrast similar and different behavioral patterns between the target culture(s) and the student's own culture.
 - 5.1.B.dev Establish connections with the target culture through the use of technology, media, and authentic sources.

Essential Skills/Knowledge Needed: Pastime vocabulary
Basic Internet skills
Expressions of like/dislike
Future tense of verbs

Sample Assessments

- Preparation Assessments:**
- Quizzes on selected vocabulary and future tense (*selected response*)
 - Students role-play situations about likes and dislikes (*personal communication*)
 - Students compile Internet information in a written comparative narrative form. (*performance*)

Final Assessment:

Context: Students learn about and compare teen life of the target culture vs. the student's own culture.

Task: After brainstorming possible questions, students contact students from the target culture; e.g., on the Internet, pen pals, or interviewing exchange students, to gather information about perspectives and practices on a specific topic; such as, dating, sports, or family life. (Topics may be assigned to insure variety.) Students then prepare a role play that reflects teen social interactions in their own culture vs. the target culture and present it to the class.

Rubric: Role Play

	Exceeds expectations (4)	3	2	1
Exchanges information with peers: role play, discussion	11 or more pieces of information	7 to 10 pieces of evidence	4 to 6 pieces of evidence	0 to 3 pieces of evidence
Portrays cultural connotations: greetings, idioms, phrases	11 or more cultural expressions	7-10 cultural expressions	4-6 cultural expressions	0-3 cultural expressions
Reflects cultural relationships	6 or more similarities and differences	4 or 5 similarities and differences	2 or 3 similarities and differences	0 or 1 similarities and differences

Instructional Strategies

TPR
Use Internet
Pair work
List of appropriate vocabulary
Directed dialogue

Materials and Resources

Access to Internet
Textbook
Teen Living teacher
Video
Teen magazines from the target culture and the student's own culture

Additional Tasks

In teen-living class, students perform the role play in English and discuss similarities and differences between the cultures.

△ △ △

Tempting the Teens

--Selling the Product

Based on Learning Scenario: *Television Commercials*, page 121

Note: This assessment would be a good follow-up to Teen Talk.

Setting

Activity summary:

Using information acquired from a unit on television advertising in the target language, students create their own television commercial.

Reflects Frameworks:

Goals: One—Communication, Two—Cultures, Four—Comparisons

- Standards:**
- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.
 - 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.
 - 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Progress Indicators:

Students are able to:

- 1.1.D.dev Qualify likes and dislikes.
- 1.1.E.dev Support opinions; describe a problem; make suggestions and recommendations.
- 1.3.D.dev Interpret information from authentic material to an audience.
- 2.1.A.dev Describe and analyze cultural characteristics and behaviors of everyday life.
- 2.1.B1dev Produce language and behaviors that are appropriate to the target culture
- 4.1.A.dev Apply, within limited contexts, the sound patterns of the target language.
- 4.1.B.dev Apply, within limited contexts, the structural patterns of the target language.

Essential Skills/Knowledge Needed:

Appropriate vocabulary; e.g., buy, sell, suggest, recommend, tell preference
 Imperative (command) form of verbs
 Adjectives, adverbs
 Audio/video knowledge; video planning
 Knowledge of target culture audiences/appeal

Sample Assessments

Adjective/adverb quiz (*selected response*)
 Impromptu selling activity (*performance*)
 Compare/contrast American and target culture commercials (*essay*)
 Listening activities (video or audio) using commercials

Preparation Assessments:

Final Assessment:

Context: Students acquire information from authentic materials about teens in the target culture and apply this information to selling a product to the teens.

Task: Students create a video commercial in the target language advertising a product from the U.S.A. directed to a teen-aged audience within the target culture. The commercial tells about the desirable characteristics of the product and makes use of the command form to make suggestions and recommendations to buy it. The commercial reflects perspectives of the target culture in the sales appeal. The students use accurate pronunciation and language structures that can be understood by a native speaker. The commercial should show effort, be interesting and well organized, and use appropriate props.

Rubric: TV commercial

	Exceeds expectations (4)	3	2	1
Cultural accuracy/teen appeal in the target culture	reflects complete understanding	reflects several perspectives	reflects some perspectives	reflects no perspectives
Linguistic accuracy	uses 4 or more commands correctly; near- native pronunciation; errors barely perceptible	uses 3 commands correctly; pronunciation accurate; easily understood; few grammatical errors	uses 2 commands correctly; some pronunciation problems; some errors but still comprehensible	uses fewer than 2 commands or uses them incorrectly; pronunciation anglicized; lapses into English; incomprehensible
Presentation of the advertised product	shows more than 3 desirable characteristics; audio/visuals appropriate to product; audio/visuals enhance product and image; logical, creative, unique organization	shows 3 desirable characteristics; creative audio/visuals; concept borrowed; logical organization	shows 2 desirable characteristics; audio/visuals appropriate but simple; organization breaks down	shows fewer than 2 desirable characteristics; no appropriate audio/visuals; lacks organization

Instructional Strategies

TPR
View videos
Pair activities
Air on public access television
Cloze activities
Research essay

Materials and Resources

List of idioms, phrases, and words
Videos
Public access channel
Authentic magazines and newspapers

△ △ △

Which Way Do I Go?

Based on Learning Scenario, *Guide Through a City*, page 99

Setting

Activity summary: Students give and respond to directions to find locations on a city map and within the school.

Reflects Frameworks:

Goals: Goals: One—Communication, Four—Comparisons

Standards:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

Progress Indicators: *Students are able to:*

- 1.1.H.dev Give and follow directions in a familiar context
- 1.2.A.dev Respond appropriately to a series of directions, instructions, and commands.
- 4.1.B.dev Apply, within limited contexts, the structural patterns of the target language.

Essential Skills/Knowledge Needed:

- Commands
- Map vocabulary such as “Go,” “Turn,” “Continue,” etc.
- City/place name vocabulary
- School vocabulary
- Prepositions of position/place
- Prepositional contractions

Sample Assessments

Assessment #1:

Context: Students give and respond to directions to find a location on a city map.

Task: Students work in pairs (A&B). Each pair has a map of the target city. A starting location is identified on the map and several destination locations are placed in a basket. Student A draws a destination from the basket and gives directions in the target language from the starting location to the destination. Student B traces the directions on the map. Student B should ask clarifying questions when necessary. Students may reverse roles.

Students are assessed on clearness of the directions and/or accurately following the directions. The teacher may elect to assess this activity informally by simply circulating and noting student progress using a simple check mark to show areas where a student has difficulty.

Rubric: Speaking/responding to directions

	Student A		Student B	
	yes	no	yes	no
Gives clear directions				
Able to follow directions				
On task				

Assessment #2:

Context: Students give directions in writing for finding a location within the school.

Task: Students write directions to get from one site to another in the school, choosing sites that require at least five or six directions in the target language. (*Performance*)

Rubric: Writing directions

	4	3	2	1
Directions	able to direct precisely from point A to point B	mostly clear directions; reader arrives at correct destination	confusion resulting from directions	inaccurate; incomplete
Appropriate number of directions	uses 6 or more sentences to give direction	uses 4 or 5 sentences to give direction	uses 2 or 3 sentences to give direction	uses 1 sentence to give direction
Language structures	0 to 2 errors	3 or 4 errors	more than 4 errors	shows no understanding of grammatical structure

Instructional Strategies

Flash cards
Map practice, written and oral
Textbook activities
Magnet boards
TPR (obstacle course)

Materials and Resources

City map with written directions relevant to that map

Additional Tasks

Students follow each other's written directions.

△ △ △

ARC	<i>Action/Reflection/Connection</i> —a process in which the student shares thoughts in written or oral form about an assessment project or activity by telling what action was taken, what thoughts the student had relating to the action, and how those thoughts connect with what the student learned
authentic assessment	assessment that simulates a real-life experience
authentic (materials)	resources from the target culture; e.g., newspapers, menus, web sites, objects
context	a combination of the language of the frameworks standard and the situation in which the standard will be applied, sometimes called outcomes.
CPR	<i>Cultural Participation and Research</i> —a student-centered independent research project that relates the target culture to everyday life
criteria	essential traits or qualities of a successful performance
discrete	an adjective describing a single point or item of knowledge
essay	analytical writing such as research, cause and effect, compare and contrast or descriptive writing, in sentence or paragraph form
frameworks standard	expected level of accomplishment; norm
global	an adjective meaning broad or general
outcome	the desired skill to be demonstrated
performance assessment	a variety of tasks and situations for students to demonstrate and apply skills in a variety of contexts
performance task	the activity to showcase the skill
personal communication assessment	a type of assessment that could include one or more of the following: instructional questions and answers, class discussions, panel debates, oral exams, conferences, interviews, or arc activities
portfolio assessment	an on-going collection of evidence/ examples of a student's work that shows achievement and/or improvement and is assessed by the teacher and student

process	steps taken or performed to complete a task
rubric	a scoring tool used to measure specific elements in a performance against a fixed scale
rubric standard	degree or level of successful performance of the criteria
selected response	a type of assessment that has only one correct response--e.g., multiple choice, true / false, fill-in-the-blank, or short answer--used primarily for discrete knowledge assessment
standard	see frameworks standard and rubric standard
task	see performance task

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Assessments--Appendix A

Steps for Developing Frameworks-based Assessments

- ▶ 1. Identify the **goals, standards, context/outcomes, and progress indicators** from the Frameworks.
- ▶ 2. Identify the **skills and knowledge** students need to successfully accomplish the goals, standards, contexts/outcomes, and progress indicators selected for assessment in Step 1.
- ▶ 3. Determine the **method(s) of assessment** that will best evaluate the skills and knowledge identified in Step 2.
- ▶ 4. If a performance assessment is chosen, design a **quality task**—use the *Quality Assessments Checklist*, page 191, as a guide.
- ▶ 5. If doing a performance task, develop the **assessment rubric**.
 - ▶ a. Decide the **criteria** to assess the performance. (*What significant elements of the task should be assessed?*)
 - ▷ Match the criteria to the Frameworks selections of Step 1--see *Criteria for Communicative Skills*, page 147.
 - ▷ Identify criteria to assess general skills and knowledge needed for successful completion of the task. If appropriate, consider:
 - ◆ Criteria for student collaboration and cooperation
 - ◆ Criteria for presentations and products
 - ◆ Criteria for process or declarative knowledge
 - ▷ Add weight to important criteria
 - ▶ b. Develop the **standards** for the rubric. (*What is the best way to describe the levels of performance for each criterion?*)
 - ▷ Choose the type of rating scales; i.e., holistic and analytic.*
 - ▷ Decide whether to use words or numbers--Likert scale--to describe the standards (level of performance).*
 - ▷ Decide the number of levels and the order; i.e., progression from *excellent* to *poor*, or vice versa.*
 - ▷ Choose labels for the standards; e.g., numbers like 4, 3, 2, 1, or words like *advanced*, *good*.*
 - ▷ Describe the standards--best when students have input and are shown examples. Make sure the standards are weighed equally; i.e, *proficient* is equal in range to *basic*.
 - ◆ Identify and describe exemplary work.
 - ◆ Identify and describe excellent work.
 - ◆ Identify and describe unacceptable work; identify mistakes students should avoid.
 - ◆ Identify and describe acceptable work.

* *Note: It is often preferable to do these steps after describing the standards.*

Assessment Tracking Charts

The Assessment Tracking Chart is designed to provide a systematic means for planning assessments. The same chart can also be used to record individual student progress using the goals and standards of the *Nebraska K-12 Foreign Language Frameworks*.

The Nebraska K-12 Foreign Language Frameworks comprehensively defines what students should know and be able to do in their study of a second language. Using the Frameworks to plan curriculum helps foreign language teachers design balanced programs of instruction. (See the *Curriculum Planning* section for more information.)

The Assessment Tracking Chart

Teachers begin curriculum planning by selecting Frameworks goals and standards to assess over the course of the academic year. An appropriate method of assessment is chosen for each goal/standard and assessment activities are designed. Some assessments, particularly performance assessments, can be designed to assess more than one Frameworks' goal and/or standard. The assessment activity and the goals/standards that are assessed are entered on the Assessment Tracking Chart to ensure that each selected goal and standard is addressed.

In the example (Figure G), the teacher chose a dialogue presentation to the class at the close of Chapter 3 (if using a text) as an assessment for Goal 1--Standard 1.1--*Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions*. Another activity, creating Aztec designs using geometric shapes studied in Math, assesses Goal 1: Standard 1.3--*Students convey information, concepts, and ideas to listeners and readers for a variety of purposes*; and Goal 3: Standard 3.1--*Students reinforce and further their knowledge of other disciplines through foreign languages*.

Figure G--Example of chart for assessment tracking

Assessment Task	Frameworks Goals and Standards									
	Goal 1: Communication			Goal 2: Cultures		Goal 3: Connections		Goal 4: Comparisons		Goal 5: Communities
	1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2	5.1
1. Chpt. 3-Dialogue	X									
2. Aztec Designs			X			X				
3. etc.										
4.										



Student Assessment Tracking Chart

When used for an individual student, the chart lists the score the student received for each assessment activity (see Figure H). The record is maintained by the teacher who enters all scoring information on the record in addition to keeping copies or evidence of the students' work in portfolios or on video.

Figure H--Example of chart as student record

Assessment Task	Frameworks Goals and Standards									
	Goal 1: Communication			Goal 2: Cultures		Goal 3: Connections		Goal 4: Comparisons		Goal 5: Communities
	1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2	5.1
1. Chpt 1-Dialogos			15/30							
2. Los murales					10/12					
3. Brochures of City										18/20
4. etc...										

This kind of students record has several uses:

- ◆ It helps students see specific areas in which they excelled and the areas that need improvement. This concrete evidence allows students to monitor their study habits and take responsibility for achieving a level of performance that they choose, rather than receiving a grade they have little or no knowledge of how or why it was given.
- ◆ It provides feedback to the teacher about the balance of the curriculum and shows a clear measure of the areas in which students have mastered the material. Such information is especially critical in those programs that link performance assessment to grade-level advancement or as criteria for the assessment of graduate requirements within those districts that are standards-based.
- ◆ It provides a broad picture of student performance that can be used during conferences to highlight areas in which the student has excelled as well as pinpoint areas that need improvement. This information may be copied or produced in a data-base-report form so the parent or guardian can take the information home.
- ◆ This type of record can also be used for portfolio development to keep track of the work that students add to their individual portfolios.

(Also see page 220 in the Curriculum Planning section for a Comprehensive Planner that includes goals, standards, and progress indicators.)

▷▷▷

Student/Class _____		Level _____									
Assessment Task	Frameworks Goals and Standards										
	Goal 1: Communication			Goal 2: Cultures		Goal 3: Connections		Goal 4: Comparisons		Goal 5: Communities	
	1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	4.2	5.1	
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											

△ △ △

Assessments--Appendix C

Quality Assessment Checklist

Name of Assessment _____

► **Reflects the Foreign Language Frameworks:**

(Focuses on what the student should know and do)

- | | | | |
|---|---------------------|---------|--------|
| ◆ | Goals | ___ yes | ___ no |
| ◆ | Standards | ___ yes | ___ no |
| ◆ | Progress indicators | ___ yes | ___ no |

► **Context:**

- | | | | |
|---|--------------------|---------|--------|
| ◆ | is clearly defined | ___ yes | ___ no |
|---|--------------------|---------|--------|

► **Performance Task:**

- | | | | |
|---|---|---------|--------|
| ◆ | Is directly aligned to the progress indicators | ___ yes | ___ no |
| ◆ | Is integrated with other Frameworks goals | ___ yes | ___ no |
| ◆ | Can be scored on a criterion-referenced basis | ___ yes | ___ no |
| ◆ | Incorporates a variety of skills | ___ yes | ___ no |
| ◆ | Is authentic, meaningful, and worthwhile | ___ yes | ___ no |
| ◆ | Gives clear instructions | ___ yes | ___ no |
| ◆ | Is equitable and fair (level appropriate) | ___ yes | ___ no |
| ◆ | Is challenging by requiring higher-order thinking | ___ yes | ___ no |
| ◆ | Allows for variety of/ numerous student responses | ___ yes | ___ no |

► **Rubric:**

- | | | | |
|---|---|---------|--------|
| ◆ | Defines student expectations clearly | ___ yes | ___ no |
| ◆ | Balances the point increments of the rubric standards | ___ yes | ___ no |
| ◆ | Fits the task | ___ yes | ___ no |

- | | | | |
|---|---|---------|--------|
| ► | Evaluate the results. Is this a quality assessment? | ___ yes | ___ no |
|---|---|---------|--------|

△ △ △

Ideas for Exhibitions and Projects

The following list provides teachers with ideas for products, performances, and processes that can be incorporated as authentic tasks into projects and exhibitions. Teachers using this list will provide students with meaningful, relevant classroom experiences that can be applied in real-world contexts and actively involve students in the learning process.

The list was compiled from a variety of sources (Jacobs, 1995; Maker & Nielsen, 1996); most are ideas from teachers who have used them in the classroom.

Foreign language teachers are encouraged to use this list to create their own list of projects to fit course outcomes and the varied interests and talents of students.

The categories are only one way to arrange the list. Many products and performances can cross over into other categories. In the foreign language classroom **culture** is interwoven throughout the products, processes, and performances, as are the communicative skills.

Media/Technology			
advertisements	editorials	news reports	slides
cable channels	filmstrips	newsletters	slide shows
CD Rom creations	infomercials	newspapers	T.V. shows
clip art	magazines	opinion polls	T.V. Guide
commercials	marketing campaigns	radio shows	travelogue
computer graphics	movies	screen plays	videos
computer programs	multimedia presentations	scripts	Web home pages
Visual and Performing Arts			
artwork: —painting —sculpture —ceramics	dances displays drawings flags flip books flower arrangements fugues greeting cards illustrations jewelry labels logos masks mobiles mosaics murals	music compositions musical instruments musical performance musical plays musical symbols origami pantomimes paper papier mâché creations photo essays photography plays pop-up books posters pottery props for plays	puppets/shows raps, jingles, chants, cheers record/CD /book covers role plays silkscreen prints simulations skits sociodramas song writing stitchery tattoos totem poles wallpaper patterns weaving
Speaking/Listening			
audio/video tapes choral readings court-trial simulations cooperative tasks	debate discussions flannel boards narratives	oral reports panel discussions presentations scenarios	seminar speeches story boards

Reading/Writing/Literature			
3-D research papers ABC book bibliographies biographies bookmarks books children's stories dictionaries on terms encyclopedia essays	expository writing fable historical documents history illuminated manuscript journal articles lists of books read lists of movies seen lyrics memoirs	myths narrative writing outlines persuasive writing poetry poetry anthologies portfolios position papers reaction papers reports	research reports satires stories term papers time capsule time lines write questions writing systems
Hands-on/Kinesthetic			
collections constructions crafts demonstrations dioramas environmental studies field trips flash cards	floor plans flower arrangement games invention labs learning centers models museum displays	obstacle course peep show physical exercises precision drill team project cube scale models scavenger hunt sewing	sports/ outdoor activities synchronized movement terrarium tools treasure hunt
Daily life			
application forms atlas bills boxes/ cartons brochures checks cleaning contracts customs daily routines diaries directions	e-mails eulogy family tree food/ cooking government forms instructions invitations journals junk mail labels last will laws	letters of all kinds manuals maps menus messages-voice/ written obituaries pamphlets parties petitions photo albums prescriptions questionnaires	receipts recipe books recipes resumes schedules school scrapbooks shopping lists spreadsheets surveys work
Thinking Skills			
analogies attainment/ development categorizing/ classifying cause/ effect charts compare/ contrast comparison charts concept cross-number puzzles	crossword puzzles decision-making design experiments diagrams elaboration evaluation evaluation of evidence experiments extrapolation fact file goal setting	graphic organizers graphs graphs, 3-dimensional homework lesson and test design patterns plans problem-solving puzzles rating scales reflection	secret codes self-discovery synthesis synthesis of research tessellation venn diagram visualization webbing/ mind-maps

△ △ △

Assessments--Appendix E

Rubric Worksheet

<div> Assessment Title: </div> <div> Context: </div> <div> Performance Task: </div>	STANDARDS								
	CRITERIA	Exceeds Expectations (4)	Excellent (3)	Good (2)					

Assessments--Appendix F

Assessment-Score Conversion Chart

Converting Raw Scores to Percentage Scores

when the **Highest Possible Failing score (HPF)** is **69**

Formula: $\frac{\text{Student Raw Score} \times (100 - \text{HPF})}{\text{Maximum Raw Score}} + \text{HPF} = X\%$

Adapted from a chart by Fairfax County Schools, Virginia (1997)

Student Raw Score:	Maximum Raw Score: 30	Maximum Raw Score: 27	Maximum Raw Score: 25	Maximum Raw Score: 24	Maximum Raw Score: 20	Maximum Raw Score: 16	Maximum Raw Score: 12
30	100.0						
29	99.0						
28	97.9						
27	96.9	100.0					
26	95.9	98.9					
25	94.8	97.7	100.0				
24	93.8	96.6	98.8	100.0			
23	92.8	95.4	97.5	98.7			
22	91.7	94.3	96.3	97.4			
21	90.7	93.1	95.0	96.1			
20	89.7	92.0	93.8	94.8	100.0		
19	88.6	90.8	92.6	93.5	98.5		
18	87.6	89.7	91.3	92.2	96.9		
17	86.6	88.5	90.1	91.0	95.3		
16	85.5	87.4	88.8	89.7	93.8	100.0	
15	84.5	86.2	87.6	88.4	92.2	98.1	
14	83.5	85.1	86.4	87.1	90.7	96.1	
13	82.4	83.9	85.1	85.8	89.2	94.2	
12	81.4	82.8	83.9	84.5	87.6	92.2	100.0
11	80.4	81.6	82.6	83.2	86.0	90.3	97.4
10	79.3	80.5	81.4	81.9	84.5	88.4	94.8
9	78.3	79.3	80.2	80.6	83.0	86.4	92.2
8	77.3	78.2	78.9	79.3	81.4	84.5	89.7
7	76.2	77.0	77.7	78.0	79.8	82.6	87.1
6	75.2	75.9	76.4	76.8	78.3	80.6	84.5
5	74.2	74.7	75.2	75.5	76.8	78.7	81.9
4	73.1	73.6	74.0	74.2	75.2	76.8	79.3
3	72.1	72.4	72.7	72.9	73.7	74.8	76.8
2	71.1	71.3	71.5	71.6	72.1	72.9	74.2
1	70.0	70.1	70.2	70.3	70.5	70.9	71.9

To convert a "percentage score" to grade-book points, multiply by:

- .5 for 50 points
- .4 for 40 points
- .3 for 30 points
- .2 for 20 points

--or use conversion charts

Converting Raw Scores to Percentage Scores

when the **Highest Possible Failing score (HPF)** is **59**

Formula: $\frac{\text{Student Raw Score} \times (100 - \text{HPF})}{\text{Maximum Raw Score}} + \text{HPF} = X\%$

Adapted from a chart by Fairfax County Schools, Virginia (1997)

Student Raw Score:	Maximum Raw Score: 30	Maximum Raw Score: 27	Maximum Raw Score: 25	Maximum Raw Score: 24	Maximum Raw Score: 20	Maximum Raw Score: 16	Maximum Raw Score: 12
30	100.0						
29	98.6						
28	97.3						
27	95.9	100.0					
26	94.5	98.5					
25	93.2	97.0	100.0				
24	91.8	95.4	98.4	100.0			
23	90.4	93.9	96.7	98.3			
22	89.1	92.4	95.1	96.6			
21	87.7	90.9	93.4	94.9			
20	86.3	89.4	91.8	93.2	100.0		
19	85.0	87.9	90.2	91.5	98.0		
18	83.6	86.3	88.5	89.8	95.9		
17	82.2	84.8	86.9	88.0	93.8		
16	80.9	83.3	85.2	86.3	91.8	100.0	
15	79.5	81.8	83.6	84.6	89.8	97.4	
14	78.1	80.3	82.0	82.9	87.7	94.9	
13	76.8	78.7	80.3	81.2	85.7	92.3	
12	75.4	77.2	78.7	79.5	83.6	89.8	100.0
11	74.0	75.7	77.0	77.8	81.5	87.2	96.6
10	72.7	74.2	75.4	76.1	79.5	84.6	93.2
9	71.3	72.7	73.8	74.4	77.5	82.1	89.8
8	69.9	71.1	72.1	72.7	75.4	79.5	86.3
7	68.6	69.6	70.5	71.0	73.3	76.9	82.9
6	67.2	68.1	68.8	69.2	71.3	74.4	79.5
5	65.8	66.6	67.2	67.5	69.2	71.8	76.1
4	64.5	65.1	65.6	65.8	67.2	69.2	72.7
3	63.1	63.6	63.9	64.1	65.2	66.7	69.2
2	61.7	62.0	62.3	62.4	63.1	64.1	65.8
1	60.4	60.5	60.6	60.7	61.0	61.6	62.4

To convert a "percentage score" to grade-book points, multiply by:

- .5 for 50 points
- .4 for 40 points
- .3 for 30 points
- .2 for 20 points

--or use conversion charts